

## D P COOPER ELEMENTARY

4568 Seaboard Road  
Salters, SC 29590

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	195 Students	
<b>Principal</b>	Dr. Kerry D. Singleton	843-387-5426
<b>Superintendent</b>	Dr. Yvonne Jefferson-Barnes	843-355-5571
<b>Board Chair</b>	Mr. Kent Evans	843-355-5571

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Excellent*</b>
2010	Average	Average
2009	Average	Excellent
2008	At-Risk	At-Risk
2007	Below Average	At-Risk

\* The School's 2011 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

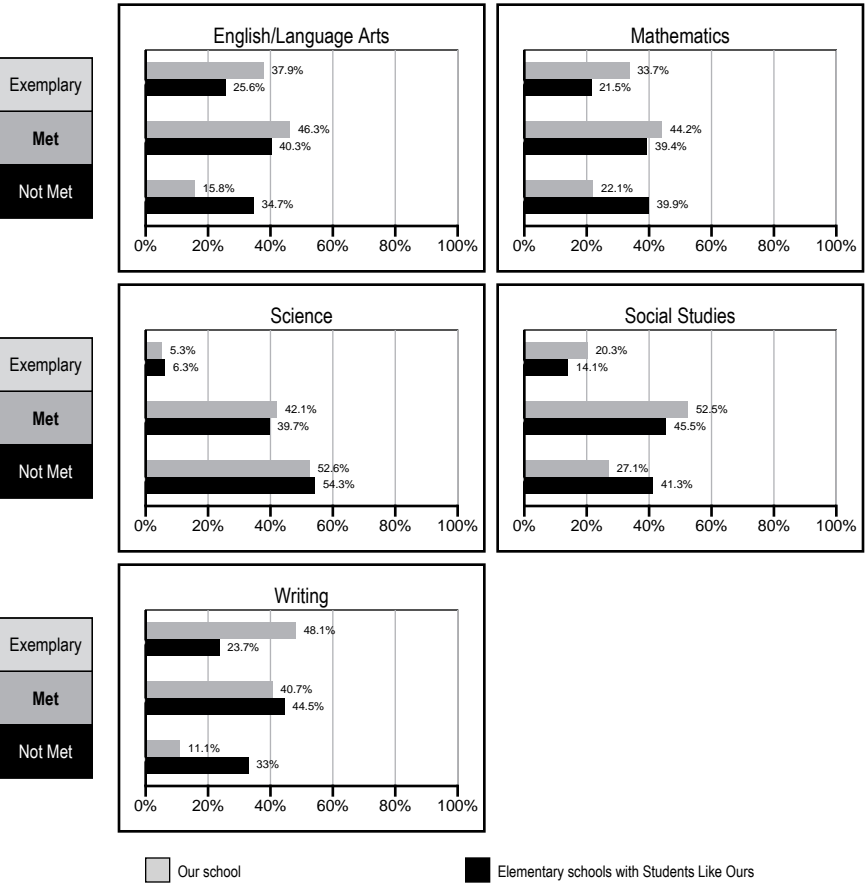
94.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	4	65	45	19

\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=195)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.7%	Up from 0.6%	1.5%	1.1%
Attendance rate	98.5%	Up from 97.9%	95.9%	96.2%
Served by gifted and talented program	9.3%	Up from 5.9%	5.1%	13.4%
With disabilities other than speech	2.8%	Down from 6.6%	4.4%	4.1%
Older than usual for grade	0.0%	No Change	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=12)</b>				
Teachers with advanced degrees	25.0%	Down from 28.6%	61.8%	62.5%
Continuing contract teachers	91.7%	Up from 78.6%	81.8%	88.2%
Teachers returning from previous year	82.9%	Down from 86.7%	84.5%	87.8%
Teacher attendance rate	92.9%	Down from 94.8%	95.2%	95.2%
Average teacher salary*	\$42,289	Up 1.0%	\$45,168	\$46,773
Professional development days/teacher	8.0 days	Down from 8.7 days	10.8 days	10.5 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	21.9 to 1	Up from 13.4 to 1	17.5 to 1	19.9 to 1
Prime instructional time	91.2%	Down from 92.1%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,372	Down 12.8%	\$8,760	\$7,447
Percent of expenditures for instruction**	58.4%	Up from 56.5%	67.3%	68.4%
Percent of expenditures for teacher salaries**	52.5%	Down from 54.1%	63.8%	65.8%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

D. P. Cooper Elementary School is located in the Blakely Community of Salters, South Carolina, in Williamsburg County. Our school houses students in grades child development through sixth grade. D. P. Cooper Elementary School, home of the "Learning Lions," had a very successful 2010-2011 school year. "Failure Is NOT An Option!" is our school's motto. Our three targeted goals for the 2010-2011 school year were to increase student achievement by showing a significant gain on the Palmetto Assessment of State Standards assessment (PASS), to meet Annual Yearly Progress (AYP), and to increase overall school morale.

D. P. Cooper Elementary School has implemented the Anderson Five curriculum to better equip our students with the use of the South Carolina Curriculum Standards. Our faculty and staff members are very dedicated and determined to make certain that our students receive the best education possible by using various effective approaches to enhance learning and meet the needs of every student by using differentiated instruction, promethean boards, team boards, Save the Children After School and Summer Literacy Programs, Reading Counts, Accelerated Reader, Success Maker computer lab, field trips, cooperative learning, and computer-based instruction. Measures of Academic Progress (MAP) data was used to allow teachers the opportunity to effectively plan and target each student's academic need.

D. P. Cooper Elementary School was fortunate to have a committed Parent Teacher Association (PTA), School Improvement Council (SIC), Williamsburg Blakely/D. P.

Cooper Alumni Association, local businesses, and local churches to assist in fundraising projects and the decision-making process. Faculty and staff members participate in professional development opportunities such as workshops, conferences, and trainings throughout the year to improve their competency. During the 2010-2011 school year, several student-centered organizations were initiated and retained, such as the Marching Lions' Band, Boyz to Men Mentoring Program, Reading Club, Lions' Musical Ensemble, Angels Club Mentoring Program, and the Lions' Praise Dance Team. D. P. Cooper Elementary School sponsored many exciting and educational activities throughout the school year, such as the oratorical contest, spelling bee, homecoming, PASS dance, family literacy night, field day, May Day, PASS pep rally, science fair, and the Mr. and Miss D. P. Cooper Elementary School pageant. In previous years, D. P. Cooper Elementary School received numerous awards, such as Palmetto Silver award for three consecutive years, meeting AYP (Annual Yearly Progress), and remaining accredited by the Southern Association of Colleges and Schools (SACS). D. P. Cooper Elementary School is a 2009 recipient of Palmetto Gold awards for closing the achievement gaps and overall academic excellence. Our school is the home of many region, state, and national Career and Development Association poetry and poster contest winners in addition to Williamsburg County School District's first year teacher of the year! D. P. Cooper Elementary School, a standards-driven institution of success, is committed to excellence and overall organizational success!

Kerry D. Singleton, Ed.D. Principal  
Paul Nesmith, Jr., S.I.C. Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	15	22	29
Percent satisfied with learning environment	93.3%	100.0%	84.6%
Percent satisfied with social and physical environment	93.3%	100.0%	96.2%
Percent satisfied with school-home relations	86.7%	100.0%	96.0%

\* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	9.6%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.7%	0.0%	No
Student attendance rate	98.5%	94.0%**	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	100	97	15.8	46.3	37.9	86.3	71.2	82.4	Yes	Yes
<b>Gender</b>										
Male	45	95.6	26.8	43.9	29.3	78	65.4	78.7	N/A	N/A
Female	55	98.2	7.4	48.1	44.4	92.6	77.5	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	N/A	N/AV	N/A	N/A	N/A	N/A	76.8	88.9	I/S	I/S
African American	100	97	15.8	46.3	37.9	86.3	70.7	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	86.7	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	83	I/S	I/S
<b>Disability Status</b>										
Disabled	9	I/S	I/S	I/S	I/S	I/S	35.6	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	96	96.9	16.5	47.3	36.3	85.7	70.2	75.4	Yes	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	100	97	22.1	44.2	33.7	85.3	67.7	81.9	Yes	Yes
<b>Gender</b>										
Male	45	95.6	29.3	39	31.7	80.5	63.9	79.9	N/A	N/A
Female	55	98.2	16.7	48.1	35.2	88.9	71.9	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	N/A	N/AV	N/A	N/A	N/A	N/A	71.8	88.9	I/S	I/S
African American	100	97	22.1	44.2	33.7	85.3	67.3	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	94.6	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	80	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	9	I/S	I/S	I/S	I/S	I/S	29.6	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	96	96.9	22	46.2	31.9	84.6	66.8	74.9	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	60	96.7	52.6	42.1	5.3	47.4	46.3	68.6
<b>Gender</b>								
Male	26	92.3	N/AV	N/AV	N/AV	52.2	47.1	68.3
Female	34	100	55.9	35.3	8.8	44.1	45.4	68.9
<b>Racial/Ethnic Group</b>								
White	N/A	N/AV	N/A	N/A	N/A	N/A	53.7	80.7
African American	60	96.7	52.6	42.1	5.3	47.4	45.7	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	85.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	66.7	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	70.8
<b>Disability Status</b>								
Disabled	5	I/S	I/S	I/S	I/S	I/S	22.4	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	57	96.5	55.6	40.7	3.7	44.4	45	57.3

**Social Studies**

All Students	62	96.8	27.1	52.5	20.3	72.9	49.6	72.5
<b>Gender</b>								
Male	29	93.1	34.6	53.8	11.5	65.4	48.8	72
Female	33	100	21.2	51.5	27.3	78.8	50.5	73.1
<b>Racial/Ethnic Group</b>								
White	N/A	N/AV	N/A	N/A	N/A	N/A	54.5	81
African American	62	96.8	27.1	52.5	20.3	72.9	49.1	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	89
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.5
<b>Disability Status</b>								
Disabled	7	I/S	I/S	I/S	I/S	I/S	29.7	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	60	96.7	28.1	52.6	19.3	71.9	48.7	62.9

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	28	100	11.1	40.7	48.1	88.9	67.4	73.2	98.5	95.9
Gender										
Male	15	100	21.4	57.1	21.4	78.6	61.9	67.2	98.1	95.8
Female	13	100	N/AV	N/AV	N/AV	100	73	79.4	98.8	96
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	65.9	81.5	94.8	92
African American	28	100	11.1	40.7	48.1	88.9	67.7	61.3	98.5	96.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	94.2
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.7	N/A	95.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	91.9
Disability Status										
Disabled	3	I/S	I/S	I/S	I/S	I/S	19.8	26	97.7	94.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	65.7	N/A	96.8
Socio-Economic Status										
Subsidized meals	27	100	11.5	42.3	46.2	88.5	66.5	63.2	98.4	95.9

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	25	100	29.2	29.2	41.7	70.8
	4	28	100	30.8	42.3	26.9	69.2
	5	26	100	12	56	32	88
	6	18	100	18.8	43.8	37.5	81.3
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	21	100	23.8	52.4	23.8	76.2
	4	23	91.3	23.8	33.3	42.9	76.2
	5	29	96.6	3.7	77.8	18.5	96.3
	6	27	100	15.4	19.2	65.4	84.6
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	25	100	37.5	37.5	25	62.5
	4	28	100	46.2	30.8	23.1	53.8
	5	26	100	76	16	8	24
	6	18	100	37.5	25	37.5	62.5
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	21	100	61.9	33.3	4.8	38.1
	4	23	91.3	9.5	47.6	42.9	90.5
	5	29	96.6	11.1	66.7	22.2	88.9
	6	27	100	11.5	26.9	61.5	88.5
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	12	100	75	16.7	8.3	25
	4	28	100	30.8	57.7	11.5	69.2
	5	14	100	N/A	N/A	N/A	76.9
	6	9	I/S	I/S	I/S	I/S	I/S
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	11	100	72.7	18.2	9.1	27.3
	4	23	91.3	57.1	38.1	4.8	42.9
	5	13	100	N/AV	N/AV	N/AV	53.8
	6	13	100	33.3	58.3	8.3	66.7
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	13	100	N/A	N/A	N/A	50
	4	28	100	26.9	53.8	19.2	73.1
	5	12	100	16.7	75	8.3	83.3
	6	9	I/S	I/S	I/S	I/S	I/S
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	10	I/S	I/S	I/S	I/S	I/S
	4	23	91.3	19	42.9	38.1	81
	5	15	100	21.4	71.4	7.1	78.6
	6	14	100	21.4	57.1	21.4	78.6
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	26	100	8.3	20.8	70.8	91.7
	4	28	96.4	30.8	34.6	34.6	69.2
	5	26	100	24	24	52	76
	6	17	100	6.3	62.5	31.3	93.8
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	28	100	11.1	40.7	48.1	88.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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